**SCIENCE** Safety Net Standards – Grade 6

*Safety Net Standards are based on the Arizona Academic Standards. The Standards are designed so that new learning builds on preceding skills. For pacing and instruction of the Safety Net Standards refer to the WRUSD Curriculum Guide. Every student should understand and use all concepts and skills from the previous grade level. At a minimum, students will maintain previously skills and attain the following:*

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|  | **CODE** | **STANDARD** |
| **1** | **S1C1-PO2** | Create questions based on observations to development a hypothesis. ( See MO6-S2C1-01)  |
| **2** | **S1C2-PO2** | Plan and carry out an investigation using scientific processes. |
| **3** | **S1C3-PO1** | Analyze data obtained in a scientific investigation to identify trends. (See MO6-S2C1-03)  |
| **4** | **S1C3-PO6** | Formulate new questions based on the results of a completed investigation.  |
| **5** | **S1C4-PO1** | Choose an appropriate graphic representation for collected data: line graph, double bar graph, stem and leaf plot, histogram. |
| **6** | **S1C4-PO5** | Communicate the results and conclusion of the investigation. (See W06-S3C6-02)  |
| **7** | **S4C1-PO7** | Describe how the various systems of living organisms work together to perform a vital function: respiratory and circulatory, muscular and skeletal, and digestive and excretory. |
| **8** | **S4C1-PO5** | Explain the hierarchy of cells, tissues, organs, and systems. |
| **9** | **S5C3-PO1** | Identify several ways in which energy may be stored. (e.g., wind, dams, fossil, and nuclear reactions).  |
| **10** | **S5C3-PO4** | Explain how thermal energy (heat related) can be transferred by: conduction, convection, and radiation.  |